



Galveston Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

661 East Galveston Street, Chandler, AZ 85225

Chandler Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Corrective Action
2002-03	Year 2
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Gina M. Vukovich M.Ed.
 Schedule : 7:30 AM to 4:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 950
 Web Address : ww2.chandler.k12.az.us/
 Phone Number : (480) 812-6500
 Fax Number : (480) 812-6520
 E-mail : vukovich.gina@chandler.k12.az.us

Mission

Galveston's mission is to assure the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in a rapidly changing world. We use a process called Tribes, which is designed to develop a positive environment that promotes human growth and learning. The goal of Tribes is to engage all staff, students, and families in working together as a learning community dedicated to caring and support, active participation, and positive expectations for all.

School / Academic Goals

- ü To increase student achievement in reading by using a comprehensive approach. Reading is taught within the framework of read aloud, and independent, shared, and guided reading. The five essential components of reading instruction are the foundation.
- ü To increase student achievement in writing by using a comprehensive approach. Writing is taught within the framework of write aloud, and independent, shared, and guided writing. The writing process and 'Six Traits' are the foundation of instruction.
- ü To increase student achievement in mathematics by emphasizing mathematical reasoning and problem solving in a true sense. Alternative strategies are valued, multiple strategies are encouraged, and communication about mathematics is central.

Enrollment

October 1, 2003 School Year Student Enrollment : 947
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- ü Preschool
- ü Full-Day Kindergarten
- ü Emphasis on Early Literacy Development
- ü Emphasis on Comprehensive Literacy
- ü Structured English Immersion Philosophy
- ü On-Site Special Education
- ü Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

We strive to provide a safe, child-centered learning environment for students. Our goal is to establish a strong sense of community where parents are essential partners; parent involvement is highly valued. We encourage each teacher to maintain regular parent contact for each student enrolled in his/her classroom. An individual student progress report is required every two weeks. Daily behavior reports (as necessary), weekly progress reports and classroom/grade-level newsletters are encouraged.

Parents

Parents are partners in education within Galveston's school community. We recognize parent involvement in the following ways: 1) parents in decision-making roles, 2) parents as active participants within the school community, 3) parents involved in student learning at home, and 4) parents as the support system for the school's overall educational values and policies.

Transportation Policy

Our attendance area consists of one square mile. Our boundaries are as follows: North (Ray Road) to South (Chandler Boulevard), East (McQueen Road) to West (Arizona Avenue). Galveston is a walking school. Most of the students walk to school, but some are transported by car. The exception is for those students with special needs. The only occasion students are provided with transportation is for field trips. If a student attends Galveston on open enrollment status, transportation is not provided.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 21st Century Grant Recipient	2002
ü New 3R's - Harvard/Tufts/McLean Grant Recipient	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	2220	75509	100	100	100	483	531	521	30	8	13	30	19	23	29	37	33	12	36	31
All Students (Prior Year)	123	2034	75372	100	98	100	486	529	523	22	7	9	47	20	25	24	39	36	8	34	30
Female	67	1107	37013	100	100	100	478	534	522	33	7	12	29	19	24	33	38	33	5	37	31
Male	70	1113	38430	97	99	99	487	528	521	27	9	14	31	20	22	25	36	33	17	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	123	705	30486	99	100	99	483	510	505	29	14	18	31	29	29	30	37	32	11	20	21
Asian/Pacific Islander	--	124	1780	--	100	98	--	557	549	--	4	5	--	9	13	--	31	33	--	56	50
American Indian/Alaskan Native	--	28	4075	--	100	100	--	509	486	--	19	28	--	23	34	--	35	26	--	23	12
White	NC	1232	35192	NC	99	99	NC	541	534	NC	5	8	NC	15	19	NC	37	35	NC	43	39
Students with Disabilities	20	252	9708	100	100	100	480	508	489	25	15	32	38	33	27	38	29	24	0	23	17
Students without Disabilities	117	1968	65801	98	99	98	483	533	525	30	7	11	29	18	23	28	38	34	13	37	33
Limited English Proficient Students	62	259	16928	81	63	100	452	470	485	50	37	29	38	37	33	13	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	119	689	36411				484	508	503	28	15	19	28	30	29	32	35	32	11	20	20
Non-Economically Disadvantaged	18	1531	39040				478	540	534	38	5	8	38	15	19	8	38	34	15	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	2224	75492	100	100	100	493	526	519	28	8	12	27	14	16	38	50	47	7	29	24
All Students (Prior Year)	123	2040	75221	100	98	100	507	529	523	17	5	8	27	12	16	42	57	56	13	25	21
Female	67	1107	37014	100	100	100	495	531	523	29	5	10	19	12	15	48	48	48	5	35	27
Male	70	1117	38400	97	100	99	492	521	516	27	11	14	33	15	17	31	52	47	10	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	123	708	30438	99	100	99	493	510	508	29	14	17	26	22	21	38	49	47	7	15	15
Asian/Pacific Islander	--	124	1773	--	100	98	--	536	534	--	4	4	--	11	10	--	49	50	--	37	36
American Indian/Alaskan Native	--	28	4081	--	100	100	--	513	498	--	13	25	--	29	26	--	42	40	--	17	8
White	NC	1233	35177	NC	99	99	NC	534	528	NC	5	8	NC	9	13	NC	50	49	NC	35	31
Students with Disabilities	20	254	9707	100	100	100	498	513	495	25	14	33	13	25	21	63	43	33	0	19	13
Students without Disabilities	117	1970	65785	98	99	98	493	527	522	28	7	10	28	13	16	36	50	49	8	29	26
Limited English Proficient Students	62	259	16905	81	63	100	463	477	489	63	44	34	29	36	28	8	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	119	690	36302				492	509	507	27	15	18	28	22	21	40	49	46	5	14	14
Non-Economically Disadvantaged	18	1534	39164				502	532	528	31	5	8	15	10	13	31	50	48	23	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2206	75053	96	99	99	541	618	597	12	4	7	15	8	12	70	77	72	2	11	9
All Students (Prior Year)	121	2003	73654	98	96	99	509	540	530	20	6	9	18	10	13	62	74	70	1	10	7
Female	65	1102	36872	100	100	99	547	642	621	10	1	5	17	6	9	71	79	74	2	14	12
Male	67	1104	38109	93	98	99	535	594	573	14	7	10	14	10	14	70	75	69	2	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	118	694	30235	95	99	98	537	582	575	12	6	9	15	13	14	70	75	70	2	6	6
Asian/Pacific Islander	--	124	1768	--	100	98	--	654	651	--	4	3	--	2	5	--	79	72	--	16	19
American Indian/Alaskan Native	--	28	4044	--	100	99	--	582	550	--	4	13	--	13	17	--	79	66	--	4	4
White	NC	1230	35028	NC	99	99	NC	635	613	NC	3	6	NC	6	10	NC	78	73	NC	13	11
Students with Disabilities	20	251	9625	100	100	100	470	555	530	38	18	21	38	18	21	25	57	55	0	7	4
Students without Disabilities	112	1955	65428	94	99	98	548	623	604	10	3	6	13	7	11	75	78	73	2	11	10
Limited English Proficient Students	60	253	16765	78	62	100	511	527	525	21	12	17	17	22	20	63	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	116	680	36077				539	580	566	10	4	10	16	13	16	72	77	69	1	5	5
Non-Economically Disadvantaged	16	1526	38950				550	633	618	25	4	5	8	6	9	58	77	73	8	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2175	76019	99	99	100	475	510	499	25	9	14	43	33	39	12	16	14	20	42	33
All Students (Prior Year)	121	2101	76230	98	99	100	509	510	498	8	8	12	31	33	38	15	15	12	46	45	37
Female	76	1073	37207	100	99	100	468	511	499	30	7	12	46	36	41	9	17	14	14	40	33
Male	58	1099	38677	98	99	100	486	509	498	17	12	15	39	31	38	17	14	13	27	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	115	640	29458	98	98	100	475	483	480	24	18	20	43	47	48	12	13	12	20	22	20
Asian/Pacific Islander	--	98	1673	--	100	99	--	542	531	--	4	4	--	22	29	--	12	14	--	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	11	1257	35880	100	99	100	470	522	515	38	5	7	25	28	32	25	17	16	13	51	45
Students with Disabilities	20	268	9786	95	100	100	434	477	457	100	26	39	0	41	40	0	7	7	0	25	13
Students without Disabilities	114	1907	66233	100	99	99	476	513	503	24	8	11	44	33	39	13	16	14	20	43	35
Limited English Proficient Students	52	220	15206	79	73	100	444	442	459	52	44	31	35	48	53	4	5	7	9	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	108	642	35714				474	482	480	26	19	20	46	46	47	10	11	12	18	23	20
Non-Economically Disadvantaged	26	1533	40266				481	520	513	21	6	9	32	29	33	21	17	15	26	49	43

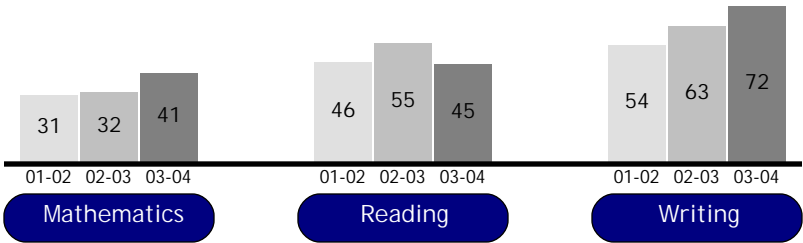
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2174	76020	99	99	100	488	506	503	46	22	25	25	20	23	27	43	40	2	14	12
All Students (Prior Year)	122	2096	76202	98	99	100	497	509	505	28	13	19	29	22	24	39	52	46	4	13	11
Female	76	1073	37213	100	99	100	488	507	504	46	18	22	30	23	23	21	44	42	2	15	13
Male	58	1098	38666	98	99	100	489	504	501	46	26	29	17	18	22	34	42	38	2	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	115	639	29442	98	98	99	487	491	494	51	45	37	22	23	26	25	27	31	2	5	6
Asian/Pacific Islander	--	97	1672	--	100	99	--	521	513	--	9	12	--	10	19	--	58	49	--	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	11	1258	35890	100	99	100	491	512	511	38	12	15	38	19	20	25	50	48	0	19	18
Students with Disabilities	20	268	9784	95	100	100	474	493	485	100	47	58	0	18	19	0	27	19	0	8	4
Students without Disabilities	114	1906	66236	100	99	99	488	507	504	46	20	23	25	21	23	27	44	42	2	15	13
Limited English Proficient Students	52	219	15198	79	73	100	477	472	483	74	88	59	17	7	25	9	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	108	640	35703				487	491	494	51	44	37	24	24	26	22	28	31	3	4	6
Non-Economically Disadvantaged	26	1534	40274				494	511	509	26	14	17	26	19	20	47	49	47	0	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	2165	75673	99	99	100	499	544	530	14	7	12	35	23	25	47	65	58	3	4	4
All Students (Prior Year)	120	2069	74692	97	98	99	493	514	502	23	11	18	26	24	27	47	55	47	5	10	8
Female	76	1070	37099	100	99	100	516	563	548	9	4	8	38	21	22	48	69	64	5	6	6
Male	57	1092	38441	97	99	99	477	525	513	22	10	16	32	26	29	46	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	115	638	29305	98	98	99	493	507	507	17	15	16	34	30	31	47	54	51	2	1	2
Asian/Pacific Islander	--	98	1665	--	100	99	--	590	573	--	3	6	--	14	16	--	72	67	--	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	10	1250	35760	91	98	99	528	558	550	0	4	9	38	20	21	63	70	64	0	5	6
Students with Disabilities	19	267	9706	90	100	100	444	500	462	0	14	36	100	39	32	0	44	31	0	2	1
Students without Disabilities	114	1898	65967	100	98	99	500	548	536	15	7	10	34	22	25	48	67	60	3	5	5
Limited English Proficient Students	52	218	15115	79	72	100	450	455	471	35	27	26	43	46	38	22	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	107	637	35541				491	508	504	15	13	17	38	32	31	44	53	50	3	2	2
Non-Economically Disadvantaged	26	1528	40091				534	558	550	11	5	9	21	20	21	63	69	64	5	5	6

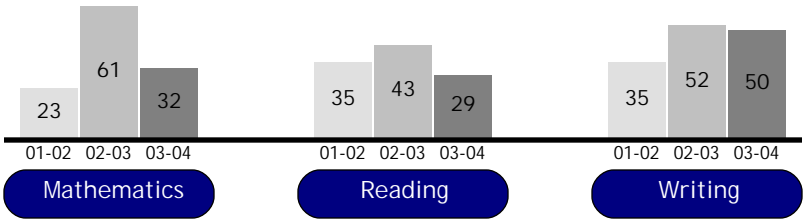
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	18	53	44	91	24	57	50	95	32	NA	58
	Language	98	18	50	39	100	23	53	43	99	38	58	50
	Mathematics	98	21	63	52	100	32	63	57	99	39	71	64
3	Reading	92	18	51	43	95	24	56	47	96	27	NA	55
	Language	92	23	57	50	100	33	63	54	100	32	66	61
	Mathematics	92	25	56	50	100	29	61	54	100	37	66	61
4	Reading	91	34	56	47	88	29	60	52	92	32	NA	56
	Language	91	34	53	45	98	24	54	48	95	34	59	52
	Mathematics	91	38	59	52	99	28	61	57	96	40	68	61
5	Reading	90	30	54	46	99	44	58	50	99	32	NA	55
	Language	90	28	50	43	100	39	54	46	100	30	56	49
	Mathematics	90	39	60	54	100	56	65	57	100	44	69	63
6	Reading	89	27	57	49	97	35	59	53	96	37	NA	56
	Language	89	23	51	42	100	28	52	45	96	29	57	48
	Mathematics	89	33	65	58	100	46	68	62	97	50	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Galveston Elementary School

School Site Council

Council Composition

School Administrator(s)
Non-certified Employee(s)
Teacher(s)
Parent(s)
Community Member(s)
Student(s)

Council Duties

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	56.60
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	1	0	0
4 to 6 years	1	5	0	0
7 to 9 years	0	5	0	0
10 or more years	12	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Extensive Literacy Library in Media Ctr.
- ü Parent Resource Room
- ü State-of-the-Art Computer Lab

Extracurricular Activities

- ü 21st Century After School Program
- ü Harvard/Tufts Reading Intervention Prog.
- ü Talent Team Fine Arts Program
- ü Parent Compact Tutoring Program
- ü Art, Outdoor, Social Studies Clubs
- ü Battle of the Books
- ü Running Club & Intramural Sports Program
- ü Student Leadership Council

Social Services

- ü Federal Breakfast Program
- ü Parenting Assistance
- ü Federal Lunch Program
- ü Clothing & Food Banks
- ü Adult Education Classes
- ü Health Services (Dental Screenings)
- ü Adult EL Classes
- ü Preschool Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Shared leadership is a vital component of Galveston Elementary School's overall organization. All staff members are trained in the Tribes process and participate in a community service group, which serves our students, families, & greater community.
- ü We strive to be a community school. Therefore, we've incorporated a variety of after school opportunities for students. Academic support, fine arts, sports and specialty clubs are just a few ways we provide additional services to our students.
- ü Our community outreach goal to provide meaningful learning experiences & services for Galveston parents. Adult English Language and parent education classes, in addition to parenting workshops are just a few examples of available community services.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	56	62
Grades 3-4	77	69
Grades 4-5	62	77
Grades 5-6	63	65

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use a process called Tribes. Tribes is designed to develop a positive environment that promotes human growth and learning. Each teacher establishes a caring environment where positive interactions, cooperative learning, and the social development of each student is the focus. A caring environment includes: an atmosphere of trust; a sense of belonging and community; involvement in decision making; clear expectations, goals, and learning outcomes; and fairness and equity in participation.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Ms. Gina Vukovich	(480) 812-6500
Transportation Policy	Ms. Cathy Brown	(480) 812-7295
Community Resources	Ms. Elizabeth Leon	(480) 812-6574
School Nutrition Programs	Ms. Laurie Judd	(480) 812-6504
Parent Organization	Mr. Floyd Galloway	(480) 812-6500
Student Health/Nurse	Ms. Jenny Marmaduke	(480) 812-6502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.